DOCUMENT RESUME

ED 174 015 FL 010 409

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TITLE Learning Through Survival: An Approach to Foreign Language Teaching. A Program Description and Evaluation.
PUB DATE 22 Mar 79
NOTE 35p.; Document prepared at Shoreham-Wading River Central Schools, Wading River, N.J.
AVAILABLE FROM Shoreham-Wading River Central School District Route 25A, Wading River, New York (free)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Communicative Competence (Languages); *Cultural Education; Cultural Exchange; Foreign Countries; *French; *Instructional Trips; Intercultural Programs; Language Fluency; *Language Programs; Middle Schools; Secondary Education; *Second Language Learning; Travel; Verbal Communication
IDENTIFIERS *Quebec

ABSTRACT

A foreign travel program for eighth grade French language students from Shoreham, New York was developed to provide language speaking practice in Quebec, Canada. The program was designed to allow students to spend as much time as possible speaking the language and interacting with the people. The following "survival through speaking" activities were developed: going up to a stranger and asking directions, ordering food in a restaurant, buying food in a market, purchasing articles in store, going through customs, changing money, finding out about a sporting or cultural event, finding out about train travel, playing soccer with local students, and visiting the local tourist office to find out what the city has to offer. American students also visited a school to meet their French-Canadian peers. A second trip was planned to allow students to compare their growth in facility with the language. A descriptive account of the trip, results of an evaluation of the program, and sample evaluation forms are presented. (SW)

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LEARNING THROUGH SURVIVAL: AN APPROACH TO FOREIGN LANGUAGE TEACHING.
A PROGRAM DESCRIPTION AND EVALUATION.

by

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and

Joseph T. M. Reilly

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FL010409

March 22, 1979

LEARNING THROUGH SURVIVAL: AN APPROACH TO FOREIGN LANGUAGE TEACHING

By Claudia S. Travers

"We had planned to walk around Quebec but it rained. It was good because we got to talk to people who speak French. When we were getting the stamps, I forgot one part of the sentence, but the man was nice enough to correct me and help me through the sentence. I got my stamps."

In the spring of 1977, the foreign language teachers at the Middle School met with the principal in a brainstorming session to try to discover more effective and less traditional ways of teaching a foreign language. One of the ideas that came out of the meeting was the need to give students a more realistic experience of using the language. After the meeting, I told Dr. Littky, the principal, that I would like to investigate the possibility of developing a program around a visit to a foreign country. With his encouragement, I wrote to many companies that arranged foreign travel for students (such as Wider Horizons, Ed Mitchell Travel, and American Institute for Foreign Study) and looked into many language programs, only to find that existing programs were not only very expensive but were in fact little more than field trips.

Our idea was to provide a task-oriented experience which would allow the student to learn to survive in the foreign country with the foreign language. Students would spend as much time as possible speaking the language and interacting with the people. A structure had to be built into the program to allow that to happen. Students would have to be held accountable for their own learning. We would not be sightseeing. We might make an analogy between the program we planned and an archeology course in which most of the work takes place at the site of a "dig", or a marine biology course in which most of the work takes place at the seashore.

Once our goal was clear, and it was obvious that no satisfactory model existed for what we were trying to do, we began to develop our own program. Our first decision was, "Where should we carry out the program?" We chose Quebec

City, Canada, for some obvious reasons: there is no place anywhere as close in which such a large proportion of the population speaks a language other than English. Eighty-five percent of the people in Quebec City speak French -- and, of course, going there would be much less expensive than a trip to France.

Having established our venue, I began to gather information on Quebec. In New York City I consulted the Canadian Consulate, which was very obliging, and Quebec House, which gave me the names of key people to contact: youth hostels, bus companies, school boards, and tour guides. I proceeded to write exploratory letters outlining our idea, and the replies I received were enthusiastic in their offers to help.

Once plans for the general program were under way, I started to develop activities that would require "survival through speaking." Students would have to be very willing to speak the language, and to insure their success in getting people to listen to them, I created a "carte d'identite" (identity card) which had a picture of the student, explained that he was learning French, and asked that the reader of the card speak to him only in French. This idea proved very effective for two reasons: (1) very few people would refuse to help out a student, and (2) the people of Quebec are politically very pro-French language at this time and would be very happy to see visitors using that language. As it turned out, whenever students presented their cards, people seemed to take much more time with them than they would have otherwise.

Armed with their cards, students would participate in the following "survival" activities:

1. Going up to a stranger and asking directions.
2. Ordering food in a restaurant.
3. Buying food in a market.
4. Purchasing articles in a store.
5. Going through customs.
6. Changing money.

7. Finding out where and at what time a sporting or cultural event is taking place.

8. Finding out the times of trains for a particular place, and the cost of a ticket.

9. Playing soccer with local students.

10. Visiting the local tourist office to find out what the city has to offer.

However, the most important activity of all, I felt, would be a visit to a school that would give our students the opportunity to meet their French-Canadian peers. Much persistence led to the proper contact with Commission des Ecoles Catholiques, and a meeting was set up with the Central Office in Vanier to introduce our students to the Quebec school system, to be followed by a visit to a school. This, in retrospect, was probably the most meaningful experience our students had.

Along with deciding on our philosophy and on the activities that would help us reach our educational goal, Dr. Littky and I had other important decisions to make in choosing the participants and in relating the trip to our language teaching curriculum. We chose eighth grade students as the participants, primarily because they had had one year of French and knew the basic sound system. Further, we decided that all the participants must be in one class so that curriculum development and evaluation could be more carefully and effectively controlled.

Finally, we decided that the program would consist of two trips. The first trip would be taken early in the school year to let students see what they knew and what they needed to improve upon. The initial trip would give them confidence in speaking the language and a chance to evaluate their progress in learning the language thus far. One student wrote in his journal, "In the beginning I was scared to talk to people, but when I finally could and they understood me, it felt good. So I kept on trying harder." Such evaluation was very important, because we would be going back to the classroom to construct a curriculum based on their perceived need to communicate more effectively: they would be ready

to learn language structure and vocabulary that they had found would be necessary for their survival.

The second trip would give them some basis for comparison, a chance to measure their growth in facility with the language. This time the students would be much better prepared and much more able to communicate effectively. Some phrases that had been very difficult for them at the beginning would now be natural parts of their language. The students would also have directed themselves, throughout the year, to a basic vocabulary that would help them "survive" better. The second trip would allow them to evaluate just how well they were now equipped to survive.

The trip, as it has been developed and refined over the course of a year, involves activities that become progressively more difficult and more extensive as students become more confident. All these activities are designed to make students interact with people, and to do specific things or to come back with specific information. Such activities actually hold them accountable for their performance.

When we are traveling in a large group, I always make sure that I make the first contact with people, forewarn them that this is a group of students learning to speak French, and ask them to cooperate and speak only in French. Our initiation into the experience is always at the airport on our way to our destination. A very simple phrase such as "Je suis avec le groupe" while checking in luggage makes the students realize that this will be the beginning of their language experience. At boarding time, once again I make the first contact and alert the stewardesses. Students become involved in another simple language operation of ordering a drink, asking for playing cards, magazines and newspapers. Three more basic structures are added to their repertoire.

Avez-vous des cartes?
un journal?

Où sont les toilettes?

Je voudrais un Coca-cola.
un magasine.

Learning these three basic patterns affords students the opportunity to find out many things by merely plugging in vocabulary, depending on their particular needs.

The next encounter with language takes place at customs. This experience requires a more difficult level of learning because students have to respond to specific questions. This activity involves not only speaking, but comprehension. Because this activity requires more ability, on our first trip I recorded the types of questions asked by the customs officer and then made up the responses our students would need. (I might add that on each trip I listen for new questions and add them to the activity each time.) Prior to the trip, the vocabulary and structures are learned by the students. Then, as a classroom activity, a simulation is set up in which I act as the customs officer and students are required to respond to varying questions. The simulation may involve the following vocabulary and structures:

A la douane

Avez-vous une carte d'identité?

Où demeurez-vous?
Je demeure aux Etats-Unis.

Où habitez-vous?
J'habite les Etats-Unis.

Combien de temps allez-vous visiter le Canada?
Je vais visiter pendant --- jours.

Combien de temps allez-vous rester au Canada?
Je vais y rester --- jours.

Quel est le but de votre voyage?
C'est un voyage éducatif.
Je vais apprendre le français.
Je vais apprendre la langue française.
Je suis avec ma classe de français.

Avez-vous des cadeaux ou des boissons à déclarer?

Upon arrival at Montreal, we have an hour and a half layover before the continuation of our trip to Quebec. In this time period, we begin to teach our children to look for and absorb information through association. We briefly

scan the airport for signs and words that could engage children in further vocabulary building. What actually takes place is that the students go on a word search. We also give them a list of words and, without referring to dictionaries, they try to figure out what these words mean. If, by association, students can't make the transition, they must go into the store and ask the sales person what the word means. The following words are given to our students:

coiffeur	loto Québec
bonbons	crème de glace
journaux	cadeaux
romans	bureau de change
sortie	

Que signifie le mot.....?

Qu'est-ce que ça veut dire?

Following the word search, students then change money, something they will need for survival. Classroom discussion prior to the trip had included currency exchange rates and the implications they would have for the students. Our students discovered that it was very advantageous to change into Canadian money, since we received anywhere from 13 to 17 cents extra per American dollar. This activity involved several language operations.

Quel est le cours du change?

Je voudrais
veux
désire changer des dollars en canadien.

We find that students become increasingly more astute when dealing with money. They want to verify exact amounts and become involved in using numbers in the language as their money is counted out for them.

Upon arrival at our destination, students are further steeped in language by a ride from the airport to the youth hostel in a taxicab; generally, I carry on a conversation in French, which gives students a chance to hear, for the first time, the local people and a prolonged conversation in the target language.

The teacher, in this situation, should try to involve students in the conversation and also predispose them to listening intently to what is being said. This further tunes their ear to the language they will be hearing and trying to comprehend.

Fully immersed in the culture by that evening, the following day students begin their series of planned, structured encounters with the natives. One of the first was a visit to a local school, an activity we have been able to refine and improve since the first time. To benefit both the Canadian students and our own students, we have chosen to become involved with an English class. (These students have an equal amount of exposure to English as our children have had to French.) The activity is entitled "Pour bien te connaitre" (Getting to know you). Students are divided into pairs,-- one American, one Canadian -- to carry out a fifteen-minute activity in French. American students ask the Canadian students questions about what they would like to know about them. Canadian students respond in French to these questions. After fifteen minutes, the activity is reversed and the Canadian students begin their questioning in English and our students then respond in English. This activity seems to be successful because students like to make comparisons and seem to be genuinely interested in what students their own age are doing. Preparatory classroom activities before the trip center around students deciding on questions that they would like to ask. Students actually perform this activity with each other in my classroom, not only to practice asking questions but also to comprehend responses to questions. To further reinforce listening skills, students ask a question, listen for a response, then repeat the response before asking a further question such as:

Student 1 Quel programme de television aimes-tu le plus?

Student 2 J'aime "Happy Days" le plus.

Student 1 Tu aimes "Happy Days" le plus.

Est-ce que tu fais du ski?

Examples of some of the information students are interested in are:

Comment t'appelles-tu?

Où est-ce que tu habites?

Est-ce que tu habites une maison ou un appartement?

Quel âge as-tu?

As-tu des frères et des soeurs?

Est-ce que tu as une bicyclette?

Où est-ce que tu passes tes vacances?

Quels sports aimes-tu?

Quels sont tes programmes de télévision favoris?

Quel programme de télévision aimes-tu le plus?

Quel sont tes passe-temps favoris?

Quel sport est-ce que tu pratiques?

Est-ce que tu aimes aller aux matchs de football ou de hockey?

Est-ce que tu aimes regarder les matchs à la télévision?

Est-ce que tu fais du ski ou de la gymnastique?

Est-ce que tu aimes faire la cuisine?

A quelle heure est-ce que tu dînes?

Est-ce que tu voyages aux Etats-Unis?

Est-ce que tu aimes faire du camping?

Quelle sorte de musique est-ce que tu aimes?

Qui est ton acteur favori?

Qui est ton chanteur favori?

Quel groupe de chanteurs aimes-tu le plus?

Quelle sorte de film est-ce que tu aimes voir?

Students in another activity attend classes with their Canadian peers. They are able to compare and contrast subjects they are learning, and some teachers even involve our students in their discussions.

On a succeeding day at the school, our students are again paired with the

same students and their Canadian peers take them individually on a tour of their neighborhood. From the feedback we have received, the language exchanges that take place are in both French and English, whichever means of communication yields comprehension. Students also learn from this activity that sign language and charades help in communication.

Other activities were developed and structured to continue to afford students the opportunity to carry out survival activities with the natives. I have always planned a picnic which should, naturally, take place on a fair weather day. Perhaps because the basic need of nourishment is involved, students always seem to enjoy this activity and, of course, what better reward could there be but a full stomach? I generally like to conduct the meeting to plan the picnic in French. The language involved is basic and not much miscomprehension can take place. I also find that students are highly motivated to listen intently. Basically, I find out what students would like to eat -- i.e., ham, salami, bologna, bread, mustard, drinks and fruits. Some planning has to take place to decide on quantities. Therefore, the following questions must be asked.

Qui veut manger du jambon, du.....?

Quelle sorte do fromage aimez-vous?

Comme boisson, qu'est-ce que vous voulez?

Comme dessert, quels fruits aimez-vous?

Qui veut du fromage gruyère, du fromage .....?

Qui veut une pomme, une orange, une banane.....?

Qui veut de la laitue, des tomates, de la moutarde, du pain.....?

Having decided what students want, we then give them quantities in the target language. We explain a kilo and force them to figure a half kilo and also liters. Students are divided into groups of two, carefully prepared by the teacher and then sent off with a certain amount of money to carry out their transactions. Further vocabulary would include:

Je voudrais un kilo de .....

J'aimerais un demi-kilo de .....

J'aimerais un quart kilo de .....

une livre de .....

un litre de .....

un demi litre de .....

cinq oranges, dix pommes .....

Combien ça coûte?

The students are required to find out how much their item costs per pound, per liter, per kilo, ask the person who waited on them his name, and also record the amount of money spent and the name of the store where the item was bought. A time limit for meeting is always set, and students must return on time whether or not they have been successful in making their purchases. Before they eat, students share their experiences with the group.

Other activities centering around the basic need for nourishment consist of a visit to an open air market as well as different restaurant experiences each evening. At the open air market, students will again be given information and trained in the task to be carried out. The task is very clearly stated and a time limit is always set. Here we ask students to find out the names of all the vegetables and fruits they don't know and, if possible, to bring back samples. They are required to find out how much they cost and how to prepare them. We usually give them a dollar to purchase whatever they can.

Le fromage: Combien de sortes de fromage avez-vous?

Est-ce que je peux le goûter?

Combien ça coûte le kilo?

Coupez-moi un quart de kilo, s'il vous plaît.
un demi-kilo
un kilo

Les légumes et les fruits:

Quel est le nom de ce légume?
ce fruit?

Comment est-ce qu'on la prépare?

On la fait bouillir?

On la fait frier?

On la met au four?

Donnez-moi deux, ... s'il vous plaît.

Vous pouvez me donner un exemplaire?

Epelez le nom de ce fruit?
ce légume?

To save students embarrassment, we teach them the phrase, "My teacher wants me to ask you this question". (Mon professeur veut que je vous pose cette question) ..... Quel est votre nom?

Comment vous appelez-vous?

This also further ensures me that my students have engaged in some conversation. Once the task is completed, we meet back in a group to share our experience and our samples.

Each evening students engage in a different restaurant experience. Prior to the first evening, students have been evenly divided into dinner groups with one teacher in charge of each. These students will rotate between three different restaurants that we have come to really enjoy and which give students three different experiences. At the end of the trip, they are given the opportunity to rate the restaurants. On entering the restaurant, the students take over. One student will ask for the table, all students will order their own meal and, when possible, we try to give each student an opportunity to be spokesman for the group. For instance, one person may ask for more water, another may ask for separate checks and a third may ask where the bathrooms are. Also drilled at the table each evening is the vocabulary for the table setting. By the third evening everyone is required to reproduce all the vocabulary. Prior to going to the restaurant, I establish how much it will cost for an adequate meal and then students become responsible for staying within their budget, figuring the

tip into their budget. Again, when food is involved the motivation is very high; students find this activity very enjoyable and seem at ease with it. In my classroom, on several occasions, they have had a chance to run through a restaurant simulation: from entering the restaurant to ordering their food to paying the bill. They have also had a chance to experience different menus in order to become familiar with the types of food that will be available to them. By their third evening of visiting actual restaurants, they have become very proficient and very comfortable in restaurants. Vocabulary would consist of the following sentence patterns.

Au restaurant

Je voudrais une table pour ..... personnes.

Où sont les toilettes pour messieurs, dames?

Est-ce que le service est compris?

Je voudrais du bifteck saignant, à point, bien cuit.

Apportez-moi le menu, s'il vous plaît.

Quelle est la spécialité de la maison?

Quel est le plat du jour?

Qu'est-ce que vous avez comme dessert?

Donnez-moi plus d'eau s'il vous plaît?

Gardez la monnaie.

C'était très bon.
délicieux.

Qu'est-ce que vous avez comme boissons?

Je désire encore .....

Je vais prendre .....

Est-ce que vous avez .....?

Students must comprehend:

Vous désirez une table pour combien de personnes?

Qu'est-ce que vous prenez comme hors d'oeuvre?
entrée?
dessert?
boisson?

Comment voulez-vous les pommes de terre: Frites?
Purées?
Sautés?

Vous désirez quelque chose à boire?

Est-ce que vous désirez autre chose?

Je regrette mais nous n'avons plus de .....

Another task that anyone traveling would generally be called upon to do is some shopping -- if not for anything else, at least for a souvenir. This takes place at a very large shopping mall called Place Laurier. We always have this activity, in one way or another, especially in inclement weather. The task is set up in the following way. Divided into pairs, students are asked to buy a postcard to write home. As they enter a store, they must ask where the postcards can be found and how much they cost. Students are required to write down what questions they asked to get the postcard, the name of the store in which they bought it, and also to name three other items sold in the store. On their way, they are to ask someone where the bathroom is and another person what time it is. Again, a time limit is set to return to a general meeting place. The language they will need is very limited and actually falls into many of the structures previously used.

Avez-vous des cartes postales?

Où sont les cartes postales?

J'en voudrais une, deux .....

Combien ça coûte?

Où sont les toilettes?

Quelle heure est-il?

Où est le bureau de poste?

Où est-ce que je peux acheter des timbres?

The next experience at the shopping mall becomes more difficult: preparing students to buy something they may need or want while traveling. This task has three different parts to it. Students are required (1) to shop for three

different games -- Jeu de Dames (Checkers), les jeux de dés and un jeu particulier -- Cite Coop. They are to record where they found them and how much they cost, and the name of the person who waited on them. (2) to comparison shop something they would like to buy by going to three different stores, by finding out how much the article costs in all three stores, by finding out the name of the person who waited on them, and the name of the store they entered. Finally, they are to state where they would buy the article. (3) to stop in a store and purchase a greeting card to send to someone. Some of the vocabulary that would be necessary to use in this activity would be:

Où se trouve .....?

Pouvez-vous m'aider?

Avez-vous .....?

Je voudrais quelque chose de plus grand.
petit.
moins cher.
plus cher.

Est-ce que vous l'avez en jaune?
rouge?
bleu?
orange?
blanc .....?

C'est combien?

Cela me plaît.
Cela ne me plaît pas.

Avez-vous une boite?
un sac en papier?

Où est-ce que je dois payer?

A la caisse.

C'est tout, merci.

Pourriez-vous me montrer .....?

Quelle taille est-ce qu'il me faut?

Quel est le prix de cela?

Je ne comprends pas.

Voulez-vous l'écrire pour moi?

Another activity which we have developed, but have not yet used, is to have students imagine that they are going some place, say to a birthday party, on a hike or to a family gathering. Assuming they have nothing to bring, they will be required to shop for everything they will wear for the occasion and also shop for whatever else they may need, such as a birthday present, some snacks for their hike, or some little presents to bring to their family gathering. We have not had enough time for this activity, but hope to use it on our next trip.

To prepare students for their shopping experiences, I have set up a simulation in my classroom in which students are required to buy a few items and pay for them. Generally, I carry on a little conversation with them and also have asked them to present their "carte d'identite" at the outset of this activity.

Once students have become familiar with the surroundings, we send them on an activity in the old city. This activity is usually done on the last day and also gives them some time to pick up any last minute souvenir they may wish to buy. As I have walked around the city earlier, I have jotted down addresses and names of stores. Students are again divided into pairs and given the name of a store and its address. I send them out in intervals of three or four minutes, generally in opposite directions, with their maps, and hopefully this prevents them from all gathering together. They must find the store, tell us what the store sells, the name of the owner, the hours the store is open, the names of the stores on either side, and what they sell. All questions must be answered on paper and then students must make out directions to get from their designated store back to the youth hostel. Of course they must speak French all the time. During class I have always done some map work with the students, giving them the opportunity to direct their classmates from one place to another and learn how to use their map.

Since we always choose to do some evening activity, students are further involved in finding out what movies are available by looking in the newspaper and also if there are any sporting events that we may be able to attend. This then becomes a reading exercise in which motivation is high because they do want to participate in both activities. At home, we have also practiced finding information in old newspapers and tried to decipher what is available.

Using the phone is also an activity that naturally takes place. Some of our students' friends at the school we visit want them to make a phone call to say good-bye. Since this is a little more difficult to do, we give them that added confidence by accompanying them to the phone and giving them any needed assistance. By our second trip, all students will be required to make one phone call to find out particular information about a sporting event, a concert or a movie. This activity is reinforced at home by borrowing phones from the local telephone company and setting up situations in which the students will have to communicate. Some of the telephone vocabulary necessary for this activity follows.

Au téléphone

Vous désirez?

Je voudrais 235-6458 (deux cent trente-cinq/soixante quatre/cinquante-huit)

Allô, 235-6458?

Oui, qui est à l'appareil?

C'est moi, Jean.

J'arrive.

Ne quittez pas.

Ice Pierre. Bernard est là?

Il vient d'arriver. Je te le passe.

Besides all the structure included in this article, students are drilled in basic useful expressions that become a part of them before they embark on

on their first trip. Expressions such as the following are included:

Comment allez-vous?

Très bien, merci.

Au revoir.

A plus tard.

A bientôt.

A vos souhaits.

A votre santé.

Bon appétit.

Pardon.

Excusez-moi.

Merci.

De rien.

Parlez-vous anglais?

Je ne parle beaucoup français.

Répétez, s'il vous plaît.

Parlez plus lentement.

Comment dit-on.....en français?

Où est-ce que je prends l'autobus?

Est-ce que je peux y aller à pied?

C'est loin d'ici?

C'est près d'ici?

Est-ce que je vais tout droit?

Vous avez de la monnaie?

Où est-ce que je descends?

C'est combien en taxi?

Où est-ce que je peux acheter des disques, quelque chose à boire, queleque chose à manger .....?

Our first trip under the new program, which lasted five days, was an extremely worthwhile experience for both students and teachers. The students worked diligently throughout the trip; their performance with the language and their determination to overcome their shyness about using it were rewarding for all of us. Initially, activities were set up for groups of six students and a teacher. Then, as students gained confidence, we selected pairs of students to work together. Each day there was a quiet time and time to write in journals. Each morning we had a skills class in which vocabulary and structure to be used that day were reviewed and drilled. Each evening we had a debriefing session in which we would discuss the children's experiences, their difficulties, new vocabulary, cultural comparisons, and ways of improving particular activities. Discussion also helped us discover areas of study that would be necessary preparation for the next trip.

In the course of the trip, students were steeped in the language, and their learning was reinforced by dinner in a typical French environment, evening events such as a French film, a hockey game or other sporting event, and, when possible, cultural events. The most rewarding experiences for the children were the activities which centered around interaction with children their own age. They thought that this type of interaction was most meaningful, most valuable and most natural. I happened to have heard one of our students in a telephone conversation with his parents saying, *"It's really going to seem strange to hear English again. I'm so used to hearing French now."*

Newsweek, in its December 5, 1977 issue, presented an article entitled "Why Johnny Can't Parler," which suggested that foreign language teaching badly needs some renovation, since students are not learning to speak to and to understand those who speak foreign languages as natives. Our "learning through survival" program provides a glimmer of hope that we can give our students the chance to learn a foreign language in a way that will prepare them for living the language.

As one student on the trip wrote in her journal, "I enjoyed most of the trip. I liked being in Quebec and meeting people and seeing things here. I enjoyed the opportunity to use the French language I've been learning. I thought it was an experience which brought me closer to the teachers and classmates. Even though we were in the same class, I never got to know everyone that well. I appreciated having this rare opportunity to use the French language in a real situation. I enjoyed going to a foreign country and having a fun time."

Evaluation of the Program:

"Learning Through Survival: An Approach to Foreign Language Teaching"

by

Claudia S. Travers and Joseph T. M. Reilly

FOREIGN LANGUAGE PROGRAM GOALS

I GLOBAL GOAL

Student develops a positive attitude towards the language studied.

II MECHANICS

Student knows the appropriate structure and vocabulary of the language in order to communicate it verbally.

III APPLICATION

Student applies mechanics in a practical situation that enables him to develop confidence in his ability to speak to natives.

IV EXPANSION

Student seeks to further his linguistic skills and increase his cultural knowledge of the country he has visited.

Hypotheses

HG: Immersion students will have a significantly better attitude towards the foreign language than the non-immersion students at p = .05.

Immersion group .05 > Non-immersion group

H_1: The immersion students will have a significantly better global factor than the non-immersion students.

H_2: The immersion students will have an equal mechanics factor as the non-immersion students.

H_3: The immersion students will have a significantly better application factor than the non-immersion students.

H_4: The immersion students will have a significantly better expansion factor than the non-immersion students.

Explanation:

Students that were in the program in the school year 1977-1978 were given the survey as well as all other 9th grade French students. The survey was administered by an outside evaluator.

NAME_____ DATE_____

FOREIGN LANGU[illegible] INVENTORY

A. I have visited foreign countries. Yes____ No____

B. I have conversed with natives of foreign countries. Yes____ No____

	Agree			Disagree		
	Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
1. I take the opportunity to use the language I am learning.	6	5	4	3	2	1
2. If a person speaks a foreign language that I know, I will try to engage in a conversation with that person.	6	5	4	3	2	1
3. I enjoy studying a foreign language.	6	5	4	3	2	1
4. Traveling in a foreign speaking country, I will use the language that is spoken.	6	5	4	3	2	1
5. If I went to a foreign country I could probably get the things I need.	6	5	4	3	2	1
6. a) I enjoy speaking the language in class.	6	5	4	3	2	1
b) I enjoy speaking the language with my friends.	6	5	4	3	2	1
c) I enjoy speaking the language in another country.	6	5	4	3	2	1
7. When traveling abroad, it is necessary to use the foreign language to get necessities or meet natives.	6	5	4	3	2	1
8. I can speak the language.	6	5	4	3	2	1
9. I know the basic structure of the language well enough to survive.	6	5	4	3	2	1

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NAME _____ DATE _____

FOREIGN LANGUAGE INVENTORY

	Agree			Disagree		
	Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
10. I know enough vocabulary to be understood.	6	5	4	3	2	1
11. While in a country of the language I have studied, I will know the historical places to visit.	6	5	4	3	2	1
12. I understand the foreign language when it is spoken to me.	6	5	4	3	2	1
13. When I am in a country of the language I have studied, I will understand the cultural aspects and customs of the people.	6	5	4	3	2	1
14. When I walk into my foreign language class, I feel good about being there.	6	5	4	3	2	1
15. I plan further study in the language I am studying.	6	5	4	3	2	1
16. I have difficulty communicating in the language, but I will always attempt to use it.	6	5	4	3	2	1
17. I know I'll be able to communicate with people in the language which I've studied.	6	5	4	3	2	1
18. I will enjoy learning the customs of the people in the foreign country.	6	5	4	3	2	1
19. Speaking the language with a native gives me confidence (of being able) to enter into a conversation.	6	5	4	3	2	1

NAME_____ DATE_____

FOREIGN LANGUAGE INVENTORY

		Agree			Disagree		
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
20.	I want to speak the language I am learning as well as the native speaker.	6	5	4	3	2	1
21.	I want to spend an extended length of time in a country where the language I am learning is spoken.	6	5	4	3	2	1
22.	Once I am understood by a native, I want to continue the conversation in his language.	6	5	4	3	2	1

23. The experience which taught me the most about learning a foreign language was:

24. I would like to continue my study of foreign language because:

25. In my experience, I've found that the best way to learn a foreign language is:

NAME _____ DATE _____

FOREIGN LANGUAGE INVENTORY

26. In my study of foreign language, the experience I enjoyed the most was:

27. Is there anything else that you would like to say about foreign languages or about learning a foreign language that has not been covered in this questionnaire?

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Results:

Mean Scores on Scale

Groups / Factors	Immersion	Non-Immersion
Global	24.8	22.8
Mechanics	26.2	24.7
Application	26.5	23.69
Expansion	26.7	24.3
Total	90.3	95.5

+ Values

Global = 2.840*

Mechanics = 2.674*

Application = 4.000*

Expansion = 5.893*

Total = 6.004*

*Significant at .01 = 2.65

Analysis of Results:

H_G: The attitudinal survey does support the hypothesis in the following ways.

H_1: The immersion students, having witnessed a realistic situation in which the language is spoken, seemed to be able to see a real purpose for foreign language study and were more receptive to the actual acquisition of skills.

H_2: Both groups were involved in the process of learning the basic structure of the language such as: vocabulary, sentence patterns and verb forms. Although the vocabulary of both groups was somewhat similar, the immersion students seemed to feel that they were able to manipulate, more readily, vocabulary within a specific grammatical range appropriate for the first level of language learning.

H_3: The immersion students appeared to do significantly better because they had been given the opportunity to apply the mechanics they had learned to a real situation. When the students saw that their statements and questions had been understood, improved upon or answered, they began to gain confidence and continued to use the language. The more confidence they gained, the more they used the language.

H_4: The immersion students seemed, by this first hand experience, to begin to think about how they could improve upon and expand the knowledge already acquired. They also appeared to become inquisitive about language, its formation and the culture in which it is used.

Suggestions for Future Use:

The immersion students will be followed closely over their high school years to observe the extent to which they continue their study of language. If, at a higher level of learning, these students are given the opportunity to participate in another foreign study program, it will be interesting to see how many will enter into such a program, having already seen the value at an earlier date.

Since the foreign study program has become an exchange for the second trip in the school year 1978-1979, the inventory has been translated into French and will be given to the Canadian students who will be involved in the exchange.